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INDUSTRIAL UNIVERSITIES

FOR THE PEOPLE.

PUBLISHED IN COMPLIANCE WITH RESOLUTIONS OF

THE CHICAGO AND SPRINGFIELD CONVENTIONS,

AND UNDER THE

INDUSTRIAL LEAGUE

OF ILLINOIS.

BY J. B. TURNER,
CHAIRMAN OF THE COMMITTEE.

JACKSONVILLE:

PRINTED AT THE MORGAN JOURNAL BOOK AND JOB OFFICE.

1853.

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PREFACE.

The reasons for proffering this pamphlet to the public will be found in the proceedings of the INDUSTRIAL CONVENTIONS, held at Chicago in 1852, and in Springfield, 1853. But while the author has endeavored to comply with the general wish expressed by these conventions, and the Directors of the ILLINOIS INDUSTRIAL LEAGUE, it should not be inferred that any friends of those conventions or of the League are responsible for the particular statements or sentiments herein expressed. In all these incidental matters, the author alone is responsible, as it was found impracticable before publication to secure even a revision by the committee, which, had it been possible, was greatly to be desired.

It will also, be readily seen that it is no part of the design of this work, to notice the many and great improvements and excellencies in our existing systems of education, but rather to call attention to their remaining defects and urge these as a reason for immediate effort and action in the direction indicated.

For a plan of action the reader will please refer to the close of the pamphlet.

INDUSTRIAL EDUCATION.

The progress which the people of the United States, and especially of our own State, are continually making on the great subject of education, must be gratifying to every patriotic and philanthropic mind.

This progress relates to the **ENDS**, **INSTRUMENTALITIES**, and **MODES** of all mental and moral culture, and is most apparent in the condition of our best Common Schools—at once the pride and hope of our country.

The **END** of all education should be the development of a **TRUE MANHOOD**, or the natural, proportionate and healthful culture and growth of all the powers and faculties of the human being—physical, mental, moral and social; and any system which attempts the exclusive, or even inordinate culture of any one class of these faculties, will fail of its end—it will make mushrooms and monks, rather than manhood and men. For similar reasons, any system of education adapted to the exclusive or unequal and inordinate culture of any one class or profession in the State, is defective: it generates clans and castes, and breaks in upon that natural order, equality and harmony which God has ordained. It will create a concentration of intellectual power in the educated head of the body politic—cold, crafty, selfish and treacherous, which will sooner or later corrupt its heart—will exhaust and overlabor and overtask its weak, uncultured and undeveloped, subordinate powers and organs, and produce a bedlam rather than a kingdom on earth—a despotism either of the tyrant, the church or the mob, or of all these combined; not a government.

And this effect will inevitably follow, as sure as God lives and reigns, even though a nation write its soil and sea over with parchment, declarations and manifestoes, and rend air and sky with clamorous shouts of “Equality, Liberty and Fraternity.” “Be not deceived: God is not mocked.” “That which a man soweth, shall he also reap.”

In former times not very remote from our own day, mere learning—book knowledge—scholasticism, was considered the great end of education, and all such systems of culture direct the mind too much towards books, and too little towards facts. The pupil is taught to think of letters and words rather than of things and

events—to remember on what part of the book page he saw the form of words, better than he knows on what part of the world's page, the events took place, if at all. All the way along, from a—b, ab, and long a in hate, and a seven years' war at spelling up through spelling books, grammars and dictionaries, English, Latin and Greek, till he at last took his diploma, it was one everlasting agonism at verbiage, as though God, angels and men—the sky above and the earth beneath, were all moonshine; and spelling, grammar, *talk*—the prime proprieties of man's utterance facile and precise—were the only realities in the universe. A real grammar-school-boy of such schools, can ~~have~~ no other idea than that God made the world out of the nine parts of speech, and in English, at least, spelled it all wrong. And so throughout the whole course, books, books, books, form the great staple and instruments and ends of culture; and the living voice, speaking of living facts and presenting living realities to the mind of the pupil, but a very small part of it. By such methods the mind is trained to undue deference to the authority of the book, with little capacity to look after the fact—and men's opinions and usages, instead of God's laws and ordinances govern the world: and generally, in those communities where this mere book learning is most dominant, the minds of men are most depressed and enslaved to tyrant custom. For example—compare Germany and England, and New England and Illinois. It engenders an undue deference to mere learned authority, a spirit of effeminate timidity, and pedantic servility, rather than one of true wisdom, true freedom, and true manhood, such as has shone in the prophets, apostles and martyrs of every age.

It does not produce *mind*, but mere *learning*—not *intellect*, but scholarship—not thinkers, but plausible and sophistical debaters; SCHOOLMEN, (as of old,) who can prove either side of any proposition, but not real men who can discharge the *hard side* of every single duty.

A proper remedy for such a state of things, wherever it may be found, would, of course, consist in drawing our resources of culture, less from books and the laws of verbiage, and more from facts and the laws of God. Less from nature distorted into abstractions, propositions, prisms and triangles, as seen in ordinary books, and more from nature, as it comes all radiant and instinct with life, beauty and glory from the Hand Divine. What a monstrosity was that which some years since took little boys and girls, not yet seven years old, out of God's clear sunshine, away from the birds and the breezes, the flowers and the trees, and set them, for six hours in the day, bolt upright on a wooden bench, to look at big

letters and triangles made of cotton rags and lampblack!!—and all this, only to educate them!!!

Well, this absurdity has passed away; and all others similar to it are fast departing.

But the great instrumentalities of education are—the FAMILY, the SCHOOL, the CHURCH and the STATE; and in order to the best results, it is indispensable that order, virtue, wisdom and freedom should direct, pervade, enlighten and control each and all these several departments of human culture with a simultaneous energy and power. The apostasy, or corruption, or perversion of any one of these is sufficient to cripple and distort, if not to utterly annihilate all the good that can be educed from the other three. The vanity, selfishness, pride and vice of the household—the pedantry and folly of the school—the bigotry and superstition of the church, or the tyranny and corruption of the State, are, each one of them, adequate to pervert or destroy, in a single generation, all the real good of the other three, if, indeed, the phenomena of the existence of such vices in either quarter, does not show a previous latent corruption in all departments alike. Hence, a watchful care over all these interests alike, is as indispensable to the proper education of our youth, as it is to their after security in life.

But in the narrow and pedantic view of the subject, schools of literature and science are usually considered the great, if not the sole instruments of education; and sometimes, in accordance with this view, the brain or the mind, the mere intellectual powers of man, are the only powers really sought to be educated. Wherever this fatal delusion prevails, the necessary result must be a monstrosity, not a manhood; a monk, rather than a man; and it will be found, at last, to give the world pedants and pettifoggers for priests and teachers, rowdies and robbers for rulers, and only old vices under new names, for all the abandoned and discarded virtues of their forefathers.

This pedantic and shallow view of the subject of education, also leads to another most fatal error in the minds of both the old and the young. Instead of regarding education as the great life-long process—the great life-business of every human being here on earth, it limits it to the quarter days of the school-room, and calls even the most corrupt, effeminate, useless and senseless of men, educated, if, forsooth, they have overmastered a certain quantum of a prescribed course of mere book-learning, though turned loose upon the world without either the capacity to take care of themselves, or the disposition to leave the best interests of their fellows untouched.*

*Josiah Holbrook, in the "National Era," of June 16th, states, that "in one

A young boy or girl, under this idea, obtains a smattering of language, literature and science, perhaps, in the schools, and then, forsooth, as it is very pertinently and significantly said, "he has finished his education." It is, but too often, strictly true;—it is finished; and all true manhood has, also, been crucified in the process. It is all ended with him, and you have before you your plausible sophist, your accomplished idler, or your educated hireling—another relentless donkey to hold back the great car of social and moral progress, and bray at every new idea that dawns upon the world for the good of man and the glory of God.

But motion—progress—is the law of matter and of mind; and all civilization, all true christianity, all true education and all true manhood, are nothing else but one everlasting progress in true knowledge, wisdom and virtue.

It is obvious that the instruction of the schoolroom should be constantly based upon this idea. That it should aim to put every pupil in such a position that his whole life afterward may be but one continuous, natural and easy progress from one stage of mental and moral development and power to another. Nature's order and God's law, when observed, is, that the child should become the youth, the youth the man, the man the angel; and so, onward and upward forever—ever developing—ever progressing.

State's prison of our Union are twelve graduates of colleges—a greater proportion to the whole number of convicts in one prison, than the entire number of college graduates in our country to the whole population. Every body knows," says he, "that the most depraved beings in our country are among those upon whom most is expended for their education; and that thieves, midnight assassins and incendiaries have come from our schools by hundreds and thousands."

If this is true, and other prisons show similar statistics, the whole number of graduates of colleges in all the prisons, must exceed the relative proportion furnished to the same honors by the industrial classes, many hundred per cent.

Does not this denote something wrong in our schemes for the mere culture of the tongue and the brain? But suppose all who have been under the regimen of this drill, but never graduated, were reported, the ratio would be even more frightfully swollen, and we should find that no class of persons disgorge so great an annual percent into our prisons and almshouses and the drunkard's ignoble grave, as those who have attempted to seek a liberal education, while under our more rational and practical common school system, in which practical knowledge is sought in connexion with domestic duties and industrial pursuits, the facts are exactly the reverse. Has a tree that bears such fruit, true christianity, or heathen mythology at its roots? Is practical duty, or pedantic display, its life and its aim? The fearful loss of life which these systems of monkish and distorted culture annually produce, is well known to all. But the annals of the crimes and criminals it has generated, is a chapter in our history not yet fully developed.

Mr. Bramwell, an English writer and traveler, is reported to affirm that the universities of Great Britain have contributed more to the pride, aristocracy, vice and debauchery of the empire, and furnished more sots and penitentiary criminals, in proportion to their numbers, than any other class in English society.

Did the schools of the Carpenter and fishermen of Galilee, or even those of Socrates and Plato exhibit such results?

Will not the patrons and defenders of those systems of education answer?

but never finished. A true process of education, therefore, can never stop; it can never be either remitted or finished; and all systems of scholastic learning constructed on that idea, are monkish, preposterous, delusive and false; and just so far forth, a curse instead of a blessing to mankind, ever begetting a spirit of pedantic littleness, frivolity and the supercilious pride of a conceited monk or an India Brahman, instead of that brave, generous and steadfast heroism that should characterize the true man.

It is self-evident that in order to reach this end, and to avoid these antagonistic evils, our systems of public instruction should all have due reference to the varied employments of men in after life; so that each class may be placed in a position which shall enable them to develop a LITERATURE OF THEIR OWN, and acquire a mental as well as moral discipline, in connection with their own occupations, interests and pursuits. In other words, the effort should be to make each man an intelligent, thinking man, in his own profession in life, rather than out of it; to teach him, first, to understand his own business rather than other people's. Then he will be better able to govern and take care of himself, and need less expenditure from the State and the church in controlling and taking care of him.

This principle has, in theory, become fully recognized, and applied with more or less perfection to some four or five of the varied pursuits of men, and obviously, ought to be applied in the same way and on the same principle to them all.

The divines, the lawyers, the physicians, the teachers, and the military men of our country, each and all, have their specific schools, libraries, apparatus and universities. for the application of all known forms of knowledge to their several professions in life. Hence the surprising intelligence and power which these classes now exhibit, since the founding of universities and schools for their special uses, compared with that manifested by the same classes in the times of the monks, barons, quacks, *schoolmen* and crusaders of the middle ages. Hence the eloquence and power of our pulpits, and our courts and senates—the efficiency of our medical and military skill.

It is true that the laws of God are everywhere, and to all persons and classes, the same; and that all science is based upon these uniform laws; but it is equally true that their application to the pursuits of life, and the consequent natural discipline and development of mind is infinitely various.

No man, in his senses, imagines if all our divines had been trained at West Point, all our lawyers, physicians and generals at Mount Holyoke or Andover or Princeton, that there would have

been either the same energy of effort and success, or the same discipline of mind in these professions that now exist. Skill, and a proper knowledge of the laws of projectiles—the chainshot and the bomb-shell will hardly make a divine; and adroitness with the dishcloth or with the folios of the fathers, would scarcely have achieved the conquest of the empire of the Montezumas.

So far forth as discipline of mind is concerned, all know that the greater part of it is procured in all these professions, not at their several schools, however excellent and appropriate in themselves, but by the continued habits of reading, thought and reflection, IN CONNECTION WITH THEIR SEVERAL PROFESSIONAL PURSUITS IN AFTER LIFE; and if not so acquired, it is never, in fact, acquired at all.

The young graduate from all these schools, alike, is generally pronounced green, raw, undisciplined and sophomorical, and shows himself to be so. But his university or his school has done one thing for him of immense value and importance, and only one: it has neither duly informed, nor disciplined his mind, as is sometimes pretended; but IT HAS SHOWN HIM HOW THAT MIND CAN BE DISCIPLINED, IN CONNECTION WITH THE PROFESSIONAL PURSUITS OF HIS AFTER LIFE, if he will attend to it: but if not, it cannot be. This is the most that universities or schools of any sort can, as a general rule, do for any man; they give him a start in that course, which, in after life, he is to pursue. To this end, the peculiar literature appropriate to each of these professions, is quite as important as the universities and schools which created it: for as a general rule, men will not read and reflect on subjects totally disconnected with their daily duties and interests, so as to derive that needful discipline of mind, from other pursuits, which nature teaches should be derived from their own.—Some few minds, it is true, in all professions, have an appetency for universal knowledge, just as some men seem to have skill in universal art, but the great majority of men obtain all the real discipline and development of mind which they ever do obtain, in immediate connexion with their own individual pursuits and duties in life, and not outside of these.

The sun which they see, is only the one which lightens their own world; and from this, alone, the light of life must come to them, if it come at all: all beyond is, to them, starlight, and must remain so till they quit their present sphere of action and duty.

Now, our industrial classes, although much more numerous than all the others combined, are, to a vast extent, to say the least, alone, of all others, left entirely without the indispensable means of applying this same knowledge or science to their several par-

suits, to teach them, also, how to read, observe and think, and act so as to derive this same needful and wholesome mental discipline from their pursuits in life, which the professional and military classes are taught to derive from theirs. Of course, they are also equally destitute of the needful literature for such ends, and must, of necessity, remain so, till universities are endowed for creating it in the same way it has been created for others. They are all, in this country now, so far as appropriate educational and scientific privileges are concerned, where the professional and military classes, themselves, were, in the days of the monks and schoolmen, with no appropriate schools, apparatus, or teachers, or literature suited to the proper application of knowledge to their several pursuits and callings.

Is it said that farmers and mechanics do not and will not read?

Give them a literature and an education then, suited to their actual wants, and see if it does not reform and improve them in this respect, as it has done their brethren in the professional classes. As a matter of fact, all know they now have no such practical, congenial literature to read; and still, as a general rule they read more, and know more about the proper pursuits of the professional classes, than those classes do about theirs, in proportion to the opportunities they have.

Suppose you should supply the libraries of the divine and the lawyer with practical treatises on the raising of crops, the resuscitation and improvement of soils, and the management of stock, or the navigation of the polar seas, instead of books treating of the peculiar nature and duties of his own profession, does any man suppose that these professions would exhibit the same love of reading and study, or attain the same mental discipline which they now do? The idea is absurd.

Give a divine or a lawyer a book on agriculture, and how soon it is thrown aside! And is it surprising that the farmer and mechanic treats other books on the same principle, and in the same way, for the same reason? But how greedily they devour, in all our periodicals and pamphlets the few scraps that directly pertain to their own interests, and how soon new implements of life and power start up from their practical and creative minds out of every new idea in philosophy that dawns upon the race and claims its place in the crystal palaces, and its reward at the industrial fairs of the world? And are such minds on this great continent to be longer left, by the million, without a single university or school of any sort, adapted to the peculiar wants of their craft, while the whole energies of the republic are taxed to the utmost to furnish universities, colleges and schools adapted to the

wants of the professional and military classes, who constitute not the one hundredth part of the population, and represent not the thousandth part of the vital interests of any civilized and well ordered community?

Are these pursuits, then, beneath the dignity of rational and accountable man? God, himself, made the first Adam a gardner or farmer, and kept him so till he fell from his high estate. The second Adam, sent to repair the ruin of this fall, he made a poor mechanic called "the son of a carpenter," who chose all his personal followers from the same humble class. Deity has pronounced his opinion on the dignity and value of these pursuits, by the repeated acts of his wisdom and grace, as well as by the inflexible laws of his providence compelling industrial labor as the only means of preserving health of body, vigor, purity of mind and even life itself.

Where did Socrates, the wisest of the Greeks, and Cincinnatus, the most illustrious of the Romans—Washington, the father of America, and Franklin, and Sherman, and Kossuth, and Downing, and Hugh Miller, and a whole host of worthies, too numerous to mention, get their education? They derived it from their connexion with the practical pursuits of life, where all other men have got theirs, so far forth as it has proved of any practical use to themselves or the world.

What we want from schools is, to teach men, more dull of apprehension, to derive their mental and moral strength, from their own pursuits, whatever they are, in the same way, and on the same principles, and to gather from other sources as much more as they find time to achieve. We wish to teach them to read books, only that they may the better read and understand the great volume of nature, ever open before them.

Can, then, no schools and no literature, suited to the peculiar wants of the industrial classes, be created by the application of science to their pursuits? Has God so made the world, that peculiar schools, peculiar applications of science, and a peculiar resultant literature are found indispensable to the highest success in the art of killing men, in all states, while nothing of the kind can be based on the infinitely multifarious arts and processes of feeding, clothing and housing them? Are there no sufficient materials of knowledge, and of the highest mental and moral discipline in immediate connexion with these pursuits? This is to suppose that God has condemned the vast majority of mankind to live in circumstances in which the best and highest development of their noblest faculties is a sheer impossibility, unless they turn aside from those spheres of duty to which his Providence has evidently consigned them. Such an assumption is as pedantic and shallow as it is

wicked and blasphemous. For what, but for this very end of intellectual discipline and development, has God bound the daily labors of all these sons of toil in the shop and on the farm, in close and incessant contact with all the mighty mysteries of his own creative wisdom, as displayed in heaven above, and on earth beneath, and in the waters and soils that are under the earth? Why are there more recondite and profound principles of pure mathematics immediately connected with the sailing of a ship, or the moulding and driving of a plow, or an axe, or a jack-plane, than with all three of the, so called, learned professions together, if it be not intended that those engaged in these pursuits should derive mental culture as well as bodily sustenance and strength from these instruments of their art and their toil? Why has God linked the light, the dew drop, the clouds, the sunshine and the storm, and concentrated the mighty powers of the earth, the ocean and the sky, directed by that unknown and mysterious force which rolls the spheres, and arms the thunder-cloud—why are all these mystic and potent influences connected with the growing of every plant, and the opening of every flower, the motion of every engine and every implement, if he did not intend that each son and daughter of Adam's race should learn through the handicraft of their daily toil, to look through nature up to nature's God, trace his deep designs, and derive their daily mental and moral culture, as well as their daily food, from that toil that is ever encircled and circumscribed on all hands, by the unfathomed energies of his wisdom and his power? No foundation for the development and culture of a high order of science and literature, and the noblest capacities of mind, heart and soul, in connexion with the daily employments of the industrial classes! How came such a heathenish and apostate idea ever to get abroad in the world? Was God mistaken when he first placed Adam in the garden, instead of the academy? or when he sentenced him to toil for his future salvation, instead of giving him over to abstract contemplation? when he made his Son a carpenter instead of a rabbi? Or when he made man a man instead of a monk? No: God's ways are ever, ways of wisdom and truth; but Satan has, in all ages, continued to put darkness for light—sophistry and cant; for knowledge and truth—cunning and verbiage, for wisdom and virtue—tyranny and outrage, for government and law—and to fill the world with brute muscles and bones, in one class—luxurious, insolent and useless nerves and brains, in another class, without either bodies or souls, and to call the process by which the result, in the latter case, is reached, education. And from the possibility of such an education as this, God has, in his mercy, hitherto sheltered his

defenseless poor. And if such hot-bed processes are, alone, to be dignified with the name of education, then, it is clearly impossible that the laboring classes should ever be educated : God has interdicted it. Or, even if no other system of education is ever to be devised or attempted, except that alone which is most fit for the professional and the military man, it is equally clear that this cannot be made available to any considerable portion of the industrial classes.

But the idea has got abroad in the world, that some practical, liberal system of education for the industrial classes, suited at once to their circumstances and their wants, can be devised, and this idea is not likely soon to be stopped ; it seems to work beneath the surface of human thought with the energy of a volcanic fire, and we think it will soon burst forth, into an out-birth to purify what is good, and overwhelm and annihilate whatever there may be that is evil in our present educational ideas and processes.

In order to excite a proper interest in this department of education, the public are already aware that several conventions have been held in this State.

The first convention was held at Granville, Putnam County, November 18th, 1851.

The report of this convention was, in due time, published by the committee and presented to the public. It has since been reprinted, and commented upon in nearly all the leading agricultural and horticultural journals of the several States, and especially those of the North and West. It was also copied into the patent office reports at Washington, and has received the favorable regard of nearly all the leading minds in the agricultural and mechanical classes, and their associations and institutes throughout the Union. While great numbers of addresses, resolutions, reports, and newspaper and periodical articles—all aiming to elucidate the same general idea, have been presented to the public, in all parts of the Union, showing that this is the great felt want of the mind and heart of the nation.

This report was as follows :

PROCEEDINGS
OF THE
FARMERS' CONVENTION AT GRANVILLE.

Held November 18, 1851.

In accordance with previous notice, a convention of farmers was held at Granville, Putnam county, on Tuesday the 18th day of November, 1851. The attendance was quite large, and from various parts of the State.

The convention organized by appointing Hon. Oaks Turner, of Hennepin, Chairman pro tem., and Mr. M. Osman, of Ottawa, Secretary pro tem.

Mr. Ralph Ware moved that a committee of three be appointed by the chair to nominate permanent officers for the convention: which was agreed to; whereupon the chair appointed Messrs. Ralph Ware, John Hise and Sidney Pulsifer said committee.

The committee, after a few minutes absence, returned and reported the following persons as permanent officers of the convention:

Hon. Oaks Turner, *President*.

Hon. Wm. Reddick, of Ottawa, and Prof. J. B. Turner, of Jacksonville, *Vice Presidents*.

Mr. M. Osman, *Recording Secretary*.

Mr. Ralph Ware, of Granville, *Corresponding Secretary*.

On motion the report was adopted and the committee discharged.

The President then stated that he was not fully advised as to the real objects of the convention, and suggested that some one better qualified should make them known.

Mr. Ware then stated that, according to the call, they had met to take into consideration such measures as might be deemed most expedient to further the interests of the agricultural community, and particularly to take steps towards the establishment of an Agricultural University.

On motion of Mr. Greble, a committee of three was appointed to report business upon which the convention should act. The committee consisted of Mr. John Greble, Prof. J. B. Turner, and Mr. Lewis Weston.

During the absence of this committee, short addresses were delivered by Messrs. Hise, Greble, Ware and others.

The committee returned and stated that they would not be fully prepared to report before evening; and suggested that the afternoon be devoted to a general discussion of such subjects, pertaining to agriculture, as might present themselves.

A lively discussion was then commenced on various subjects, in which Powell, of Mt. Palatine, Butler, of Spoon River, Greble, of Putnam co., Weston, of La Salle co., Gilmer, of Granville, Reddick, of Ottawa, and others participated.

After which the convention adjourned until half past six o'clock in the evening.

EVENING SESSION.

The convention was called to order by the chairman.

Prof. Turner, as chairman of the Committee on Business, reported the following resolutions for the future action of the convention :

Resolved, That we greatly rejoice in the degree of perfection to which our various institutions, for the education of our brethren engaged in professional, scientific, and literary pursuits, have already attained, and in the mental and moral elevation which those institutions have given them, and their consequent preparation and capacity for the great duties in the spheres of life in which they are engaged; and that we will aid in all ways consistent, for the still greater perfection of such institutions.

Resolved, That as the representatives of the industrial classes, including all cultivators of the soil, artisans, mechanics and merchants, we desire the same privileges and advantages for ourselves, our fellows and our posterity, in each of our several pursuits and callings, as our professional brethren enjoy in theirs; and we admit that it is our own fault that we do not also enjoy them.

Resolved, That, in our opinion, the institutions originally and primarily designed to meet the wants of the professional classes as such, cannot, in the nature of things, meet ours, no more than the institutions we desire to establish for ourselves could meet theirs. Therefore,

Resolved, That we take immediate measures for the establishment of a University, in the State of Illinois, expressly to meet those felt wants of each and all the industrial classes of our State; that we recommend the foundation of high schools, lyceums, institutes, &c., in each of our counties, on similar principles, so soon as they may find it practicable so to do.

Resolved, That in our opinion such institutions can never impede, but must greatly promote, the best interests of all those existing institutions.

After reading the above resolutions, Prof. Turner proceeded,

in an able and interesting manner, to unfold his plan for the establishment and maintenance of the Industrial University.

The convention then adjourned till 9 o'clock to-morrow morning.

WEDNESDAY MORNING, Nov. 19.

Met pursuant to adjournment.

On motion, the resolutions were again taken up and read, and, after some deliberation, severally adopted.

Mr. Hise offered the following resolutions :

Resolved, That we approve of the general plan for an Illinois State University for the Industrial Classes, presented by Prof. J. B. TURNER, and request him to furnish the outlines of his plan, presented to this Convention, to the Committee of Publication, for publication in the *Prairie Farmer*, and all other papers in this State which will publish the same; and that one thousand copies be published in pamphlet form for gratuitous distribution.

Resolved, That W. A. Pennell, M. Osman, L. L. Bullock and Ralph Ware, be a Committee of Publication.

Resolved, That the Committee of Publication forward to each editor in every county in the State a copy of the publications of this convention, with a request that they should republish the same; and, also, send a copy to our Governor, Senators and Representatives and State Officers, and to all others who may be interested in the same.

Resolved, That each member of this convention do all in his power to promote the circulation and reading of the above publications, and through this and other means, to secure, as far as practicable, speakers to lecture on the subject in each of the counties in the State.

Resolved, That Messrs. J. B. Turner and Marcus Morton, of Morgan county; James McConnell, Elijah Iles, and David L. Gregg, of Sangamon co.; John Davis, of Decatur; John Woods, of Quincy; John Hise, of La Salle, co.; Aaron Shaw, of Lawrence co.; John Dougherty, of Union co.; L. S. Pennington, of Whiteside co.; W. J. Phelps, of Elm Wood, Peoria co.; and Dr. Ames, of Winnebago co., be a Central Committee to call a State Convention, to meet at Springfield at an early hour of the next session of the Legislature, or at such other time and place as they and the friends of the cause may deem most expedient.

Resolved, That this Convention earnestly solicit the Governor of this State to enumerate in the call for an extra session of the Legislature, should one be held before the next regular session, the objects of this convention in the establishment of an Industrial University, as business to be acted upon by that body at that time.

Resolved, That a memorial and petitions be prepared and furnished by the publishing committee for the purpose of petitioning the Legislature upon this subject.

During the discussion of these resolutions the Convention adjourned till 1 o'clock, P. M.

AFTERNOON SESSION.

Met pursuant to adjournment.

Mr. Hise's resolutions were again taken up and severally passed.

Mr. Lofflin introduced the following resolution, which was adopted:

Resolved, That we earnestly solicit the people of this State to meet in their primary assemblies and discuss the objects of this convention as shall be made known by our published proceedings, and join with us in asking the Legislature to grant to the people of this State, the fund which belongs to them, to aid them in establishing an institute for the industrial classes of this State, instead of dividing that fund among the different colleges, now in the State, as contemplated by those institutions.

In compliance with a request made by Mr. Thomas Ware, and others, Prof. Turner gave a short history of a number of experiments he had made in reference to the blight upon fruit trees.

The Convention then adjourned *sine die*.

M. OSMAN, *Sec'y*.

OAKS TURNER, *Pres't*.

PLAN FOR AN INDUSTRIAL UNIVERSITY, FOR THE STATE OF ILLINOIS.

TO THE COMMITTEE OF PUBLICATION OF THE GRANVILLE CONVENTION :

GENTLEMEN:—I have endeavored to prepare an outline of my views of an Industrial University for the State of Illinois, as perfect as the short time allowed me, and my own feeble health would permit. Notwithstanding my total inability to do justice to the subject, I trust you may find it useful in directing the mind of the people of this State to the most important interest ever proposed for their consideration, and in eliciting from them an early and intelligent expression of their views and wishes in regard to it.

I have the honor to be, gentlemen, most respectfully, yours,
JACKSONVILLE, November, 1851.

J. B. TURNER.

All civilized society is, necessarily, divided into two distinct co-operative, not antagonistic, classes:—a small class, whose proper business it is to teach the true principles of religion, law, medicine, science, art, and literature; and a much larger class, who are engaged in some form of labor in agriculture, commerce, and the arts. For the sake of convenience, we will designate the former the PROFESSIONAL, and the latter the INDUSTRIAL class; not implying that each may not be equally industrious: the one in their intellectual, the other in their industrial pursuits. Probably, in no case would society ever need more than five men out of one hundred in the professional class, leaving ninety-five in every hundred in the industrial; and, so long as so many of our ordinary teachers and public men are taken from the industrial class, as there are at present, and probably will be for generations to come, we do not really need over one professional man for every hundred, leaving ninety-nine in the industrial class.

The vast difference, in the practical means, of an APPROPRIATE LIBERAL EDUCATION, suited to their wants and their destiny, which these two classes enjoy, and ever have enjoyed the world over, must have arrested the attention of every thinking man. True, the same general abstract science exists in the world for both classes alike; but the means of bringing this abstract truth into effectual contact with the daily business and pursuits of the one class does exist, while in the other case it does not exist, and never can till it is new created.

The one class have schools, seminaries, colleges, universities,

apparatus, professors, and multitudinous appliances for educating and training them for months and years, for the peculiar profession which is to be the business of their life; and they have already created, each class for its own use, a vast and voluminous literature, that would well nigh sink a whole navy of ships.

But where are the universities, the apparatus, the professors, and the literature, specifically adapted to any one of the industrial classes? Echo answers, where? In other words, society has become, long since, wise enough to know that its **TEACHERS** need to be educated; but it has not yet become wise enough to know that its **WORKERS** need education just as much. In these remarks I have not forgotten that our common schools are equally adapted and applied to all classes; but reading, writing, &c., are, properly, no more education than gathering seed is agriculture, or cutting ship-timber navigation. They are the mere rudiments, as they are called, or means, the mere instrument of an after education, and if not so used they are, and can be, of little more use to the possessor than an axe in the garret or a ship rotting upon the stocks.

Nor am I unmindful of the efforts of the monarchs and aristocrats of the old world in founding schools for the "fifteenth cousins" of their order, in hopes of training them into a sort of *genteel farmers*, or rather *overseers* of farmers; nor yet, of the several "back fires" (as the Prairie Farmer significantly designates them) set by some of our older professional institutions, to keep the rising and blazing thought of the industrial masses from burning too furiously. They have hauled a canoe alongside of their huge professional steamships and invited all the farmers and mechanics of the State to jump on board and sail with them; but the difficulty is, they will not embark. But we thank them even for this pains and courtesy. It shows that their hearts are yearning toward us, notwithstanding the ludicrous awkwardness of their first endeavors to save us.

But an answer to two simple questions will perhaps sufficiently indicate our ideas of the whole subject, though that answer, on the present occasion, must necessarily be confined to a bare outline. The first question, then, is this:

I. WHAT DO THE INDUSTRIAL CLASSES WANT?

II. HOW CAN THAT WANT BE SUPPLIED?

The first question may be answered in few words. They want, and they ought to have, the same facilities for understanding the true philosophy—the science and the art of their several pursuits, (their life-business,) and of efficiently applying existing knowledge thereto and widening its domain, which the professional classes

have long enjoyed in their pursuits.—Their first labor is therefore, to supply a vacuum from fountains already full, and bring the living waters of knowledge within their own reach. Their second is, to help fill the fountains with still greater supplies. They desire to depress no institution, no class whatever; they only wish to elevate themselves and their pursuits to a position in society to which all men acknowledge they are justly entitled, and to which they also desire to see them aspire.

II. HOW THEN CAN THAT WANT BE SUPPLIED?

In answering this question, I shall endeavor to present, with all possible frankness and clearness, the outline of impressions and convictions that have been gradually deepening in my own mind, for the past twenty years, and let them pass for whatever the true friends of the cause may think them worth.

And I answer, first, negatively, that this want cannot be supplied by any of the existing institutions for the professional classes, nor by any incidental appendage attached to them as a mere secondary department.

These institutions were designed and adapted to meet the wants of the professional classes, as such—especially the clerical order; and they are no more suited to the real wants of the industrial class than the institution we propose for them, would be suited to the professional class.

Their whole spirit and aim is, or should be, literary and intellectual—not practical and industrial; to make men of books and ready speech—not men of work, and industrial, silent thought. But, the very best classical scholars are often the very worst practical reasoners; and that they should be made workers is contrary to the nature of things—the fixed laws of God. The whole interest, business, and destiny for life of the two classes, run in opposite lines; and that the same course of study should be equally well adapted to both, is as utterly impossible as that the same pursuits and habits should equally concern and befit both classes.

The industrial classes know and feel this, and therefore they do not, and will not, patronize these institutions, only so far forth as they desire to make professional men for public use. As a general fact, their own multitudes do, and *will forever*, stand aloof from them; and, while they desire to foster and cherish them for their own appropriate uses, they know that they do not, and cannot, fill the sphere of their own urgent industrial wants. They need a similar system of *liberal education* for their own class, and adapted to their own pursuits; to create for them an INDUSTRIAL LITERATURE, adapted to their professional wants, to raise up for them *teachers* and *lecturers*, for subordinate institutes, and to elevate

them, their pursuits, and their posterity to that relative position in human society for which God designed them.

The whole history of education, both in Protestant and Catholic countries, shows that we must begin with the higher institutions, or we can never succeed with the lower; for the plain reason, that neither knowledge nor water will run up hill. No people ever had, or ever can have, any system of common schools and lower seminaries worth anything, until they first founded their higher institutions and fountains of knowledge from which they could draw supplies of teachers, &c., for the lower. We would begin, therefore, where all experience and common sense show that we must begin, if we would effect anything worthy of an effort.

In this view of the case, the first thing wanted in this process, is a NATIONAL INSTITUTE OF SCIENCE, to operate as the great central luminary of the national mind, from which all minor institutions should derive light and heat, and toward which they should, also, reflect back their own. This primary want is already, I trust, supplied by the Smithsonian Institute, endowed by James Smithson, and incorporated by the U. S. Congress, at Washington, D. C.

To co-operate with this noble Institute, and enable the Industrial classes to realize its benefits in practical life, we need a *University for the Industrial Classes* in each of the States, with their consequent subordinate institutes, lyceums, and high schools, in each of the counties and towns.

The objects of these institutes should be to apply existing knowledge directly and efficiently to all practical pursuits and professions in life, and to extend the boundaries of our present knowledge in all possible practical directions.

PLAN FOR THE STATE UNIVERSITY.

There should be connected with such an institution, in this State, a sufficient quantity of land of variable soil and aspect, for all its needful annual experiments and processes in the great interests of Agriculture and Horticulture.

Buildings of appropriate size and construction for all its ordinary and special uses; a complete philosophical, chemical, anatomical, and industrial apparatus; a general cabinet, embracing everything that relates to, illustrates, or facilitates any one of the industrial arts; especially all sorts of animals, birds, reptiles, insects, trees, shrubs, and plants found in this State and adjacent States.

Instruction should be constantly given in the anatomy and physiology, the nature, instincts and habits of all animals, insects,

trees and plants; their laws of propogation, primogeniture, growth, and decay, disease and health, life and death; on the nature, composition, adaptation, and regeneration of soils; on the nature, strength, durability, preservation, perfection, composition, cost, use, and manufacture of all materials of art and trade; on political, financial, domestic, and, manual economy, (or the saving of labor of the hand,) in all industrial processes; on the true principles of national, constitutional, and civil law; and the true theory and art of governing and controlling, or directing the labor of men in the State, the family, shop, and farm; on the laws of vicinage, or the laws of courtesy and comity between neighbors, as such, and on the principles of health and disease in the human subject, so far at least as is needful for household safety; on the laws of trade and commerce, ethical, conventional, and practical; on book-keeping and accounts; and in short, in all those studies and sciences, of whatever sort, which tend to throw light upon any art or employment, which any student may desire to master, or upon any duty he may be called to perform; or which may tend to secure his moral, civil, social and industrial perfection, as a man.

No species of knowledge should be excluded, practical or theoretical; unless, indeed, those specimens of "organized ignorance" found in the creeds of party politicians, and sectarian ecclesiastics should be mistaken by some for a species of knowledge.

Whether a distinct classical department should be added or not, would depend on expediency. It might be deemed best to leave that department to existing colleges as their more appropriate work, and to form some practical and economical connection with them for that purpose: or it might be best to attach a classical department in due time to the institution itself.

To facilitate the increase and practical application and diffusion of knowledge, the professors should conduct, each in his own department, a continued series of *annual experiments*.

For example, let twenty or more acres of each variety of grain, (each acre accurately measured,) be annually sown, with some practical variation on each acre, as regards the quality and preparation of the soil, the kind and quantity of seed, the time and mode of sowing or planting, the time and modes and processes of cultivation and harvesting, and an accurate account kept of all costs, labor, &c., and of the final results. Let analogous experiments be tried on all the varied products of the farm, the fruit yard, the nursery, and the garden; on all modes of crossing, rearing and fattening domestic animals, under various degrees of warmth and of light, with and without shelter; on green, dry, raw, ground, and cooked food, cold and warm; on the nature, causes, and cure of their various diseases,

both of those on the premises and of those brought in from abroad, and advice given, and annual reports made on those and all similar topics. Let the professors of physiology and entomology be ever abroad at the proper seasons, with the needful apparatus for seeing all things visible and invisible, and scrutinizing the latent causes of all those blights, blasts, rots, rusts and mildews which so often destroy the choicest products of industry, and thereby impair the health, wealth, and comfort of millions of our fellow men. Let the professor of chemistry carefully analyze the various soils and products of the State, retain specimens, give instruction, and report on their various qualities, adaptations, and deficiencies.

Let similar experiments be made in all other interests of agriculture and mechanic or chemical art, mining, merchandize and transportation by water and by land, and daily practical and experimental instruction given to each student in attendance in his own chosen sphere of research or labor in life. Especially let the comparative merits of all labor saving tools, instruments, machines, engines and processes, be thoroughly and practically tested and explained, so that their benefits might be at once enjoyed, or the expense of their cost avoided by the unskillful and unwary.

It is believed by many intelligent men, that from one-third to one-half the annual products of this State are annually lost from ignorance on the above topics. And it can scarcely be doubted that in a few years the entire cost of the whole Institution would be annually saved to the State in the above interests alone, aside from all its other benefits, intellectual, moral, social, and pecuniary.

The APPARATUS required for such a work is obvious. There should be grounds devoted to a botanical and common garden, to orchards and fruit yards, to appropriate lawns and promenades, in which the beautiful art of landscape gardening could be appropriately applied and illustrated, to all varieties of pasture, meadow, and tillage needful for the successful prosecution of the needful annual experiments. And on these grounds should be collected and exhibited a sample of every variety of domestic animal, and of every tree, plant, and vegetable that can minister to the health, wealth, or taste and comfort of the people of the State; their nature, habits, merits, production, improvement, culture, diseases, and accidents thoroughly scrutinized, tested, and made known to the students and to the people of the State.

There should, also, be erected a sufficient number of buildings and out-buildings for all the purposes above indicated, and a

REPOSITORY, in which all the ordinary tools and implements of the institution should be kept, and models of all other useful implements and machines from time to time collected, and tested as they are proffered to public use. At first it would be for the interest of inventors and vendors to make such deposits. But, should similar institutions be adopted in other States, the general government ought to create in each State a general patent office, attached to the Universities, similar to the existing deposits at Washington, thus rendering this department of mechanical art and skill more accessible to the great mass of the people of the Union.

I should have said, also, that a suitable industrial library should be at once procured, did not all the world know such a thing to be impossible, and that one of the first and most important duties of the professors of such institutions will be to begin to create, at this late hour, a proper practical literature, and series of text books for the industrial classes.

As regards the PROFESSORS, they should, of course, not only be men of the most eminent, practical ability in their several departments, but their connexion with the institution should be rendered so fixed and stable, as to enable them to carry through such designs as they may form, or all the peculiar benefits of the system would be lost.

Instruction, by lectures and otherwise, should be given mostly in the colder months of the year; leaving the professors to prosecute their investigations, and the students their necessary labor, either at home or on the premises, during the warmer months.

The institution should be open to all classes of students above a fixed age, and for any length of time, whether three months or seven years, and each taught in those particular branches of art which he wishes to pursue, and to any extent, more or less. And all should pay their tuition and board bills, in whole or in part, either in money or necessary work on the premises—regard being had to the ability of each.

Among those who labor, medals and testimonials of merit should be given to those who perform their tasks with most promptitude, energy, care, and skill; and all who prove indolent or ungovernable, excluded at first from all part in labor, and speedily, if not thoroughly reformed, from the institution itself; and here again let the law of nature instead of the law of rakes and dandies be regarded, and the true impression ever made on the mind of all around, that **WORK ALONE IS HONORABLE**, and indolence certain disgrace if not ruin.

At some convenient season of the year, the Commencement, or ANNUAL FAIR of the University, should be holden through a suc-

cession of days. On this occasion the doors of the institution, with all its treasures of art and resources of knowledge, should be thrown open to all classes, and as many other objects of agricultural or mechanical skill, gathered from the whole state, as possible, and presented by the people for inspection and premium on the best of each kind; judgment being rendered, in all cases, by a committee wholly disconnected with the institution. On this occasion, all the professors, and as many of the pupils as are sufficiently advanced, should be constantly engaged in lecturing and explaining the divers objects and interests of their departments. In short, this occasion should be made the great annual GALA-DAY of the Institution, and of all the industrial classes, and all other classes in the State, for the exhibition of their products and their skill, and for the vigorous and powerful diffusion of practical knowledge in their ranks, and a more intense enthusiasm in its extension and pursuit.

As matters now are, the world has never adopted any efficient means for the application and diffusion of even the practical knowledge which does exist. True, we have fairly got the primer, the spelling book, and the newspaper abroad in the world, and we think that we have done wonders; and so, comparatively, we have. But if this is a wonder, there are still not only wonders, but, to most minds, inconceivable miracles, from new and unknown worlds of light, soon to break forth upon the industrial mind of the world.

Here, then, is a general, though very incomplete, outline of what such an institution should endeavor to become. Let the reader contemplate it as it will appear when generations have perfected it, in all its magnificence and glory; in its means of good to man, to *all men* of *all classes*: in its power to evolve and diffuse practical knowledge and skill, true taste, love of industry, and sound morality—not only through its apparatus, experiments, instructions, and annual lectures and reports, but through its thousands of graduates, in every pursuit in life, teaching and lecturing in all our towns and villages; and then let him seriously ask himself, is not such an object worthy of at least an effort, and worthy of a state which God himself, in the very act of creation, designed to be the first agricultural and commercial state on the face of the globe?

Who should set the world so glorious an example of educating their sons worthily of their heritage, their duty, and their destiny, if not the people of such a state? In our country we have no aristocracy, with the inalienable wealth of ages and constant leisure and means to perform all manner of useful experiments for their own amusement; but we must create our nobility for this purpose,

as we elect our rulers, from our own ranks, to aid and serve, not to domineer over and control us. And this done, we will not only beat England, and beat the world in yachts, and locks, and reapers, but in all else that contributes to the well being and true glory of man.

I maintain that, if every farmer's and mechanic's son in this state could now visit such an institution but for a single day in the year, it would do him more good in arousing and directing the dormant energies of mind, than all the cost incurred, and far more good than many a six months of professed study of things he will never need and never want to know.

As things now are, our best farmers and mechanics, by their own native force of mind, by the slow process of individual experience, come to know, at forty, what they might have been taught in six months at twenty; while a still greater number of the less fortunate or less gifted, stumble on through life, almost as ignorant of every true principle of their art as when they begun. A man of real skill is amazed at the slovenly ignorance and waste he everywhere discovers, on all parts of their premises; and still more to hear them boast of their ignorance of all "book farming," and maintain that "their children can do as well as they have done;" and it certainly would be a great pity if they could not.

The patrons of our University would be found in the former, not in the latter class. The man whose highest conception of earthly bliss is a log hut, in an unclosed yard, where pigs of two species are allowed equal rights, unless the four-legged tribe chance to get the upper hand, will be found no patron of Industrial Universities. Why should he be? He knows it all already.

There is another class of untaught farmers who devote all their capital and hired labor to the culture, on a large scale, of some single product, which always pays well when so produced on a fresh soil, even in the most unskillful hands. Now such men often increase rapidly in wealth, but it is not by their skill in agriculture, for they have none; their skill consists in the management of capital and labor, and, deprive them of these, and confine them to the varied culture of a small farm, and they would starve in five years, where a true farmer would amass a small fortune. This class are, however, generally, the fast friends of education, though many a looker-on will cite them as instances of the uselessness of acquired skill in farming, whereas they should cite them only as a sample of the resistless power of capital even in comparatively unskillful hands.

*Such institutions are the only possible remedy for a caste education, legislation, and literature. If any one class provide for

their own liberal education, in the state, as they should do, while another class neglect this, it is as inevitable as the law of gravitation, that they should form a ruling caste or class by themselves, and wield their power more or less for their own exclusive interests and the interests of their friends.

If the industrial were the only educated class in the state, the caste power in their hands would be as much stronger than it now is, as their numbers are greater. But now industrial education has been wholly neglected, and the various industrial classes left still ignorant of matters of the greatest moment pertaining to their vital interests, while the professions have been studied till trifles and fooleries have been magnified into matters of immense importance, and tornadoes of windy words and barrels of innocent ink shed over them in vain.

This, too, is the inevitable result of trying to crowd all liberal, practical education into one narrow sphere of human life. It crowds their ranks with men totally unfit by nature for professional service. Many of these, under a more congenial culture, might have become, instead of the starving scavengers of a learned profession, the honored members of an industrial one. Their love of knowledge was indeed amiable and highly commendable; but the necessity which drove them from their natural sphere in life, in order to obtain it, is truly deplorable.

But such a system of general education as we now propose, would (in ways too numerous now to mention) tend to increase the respectability, power, numbers, and resources of the true professional class.

Nor are the advantages of the mental and moral discipline of the student to be overlooked: indeed, I should have set them down as most important of all, had I not been distinctly aware that such an opinion is a most deadly heresy; and I tremble at the thought of being arraigned before the tribunal of all the monks and ecclesiastics of the old world, and no small number of their progeny in the new.

It is deemed highly important that all in the professional classes should become writers and talkers; hence they are so incessantly drilled in all the forms of language, dead and living, though it has become quite doubtful whether, even in their case such a course is most beneficial, except in the single case, of the professors of literature and theology, with whom these languages form the foundation of their professions and the indispensable instruments of their future art in life.

No inconsiderable share, however, of the mental discipline that is attributed to this peculiar course of study, arises from daily

intercourse, for years, with minds of the first order in their teachers and comrades, and would be produced under any other course, if the parties had remained harmoniously together. On the other hand, a classical teacher, who has no original, spontaneous power of thought, and knows nothing but Latin and Greek, however perfectly, is enough to stultify a whole generation of boys and make them all pedantic fools like himself. The idea of infusing mind, or creating, or even materially increasing it by the daily inculcation of unintelligible words—all this awful wringing to get blood out of a turnip—will, at any rate, never succeed except in the hands of the eminently wise and prudent, who have had long experience in the process; the plain, blunt sense of the unsophisticated will never realize cost in the operation. There are, moreover, probably, few men who do not already talk more, in proportion to what they really know, than they ought to. This chronic diarrhoea of exhortation, which the social atmosphere of the age tends to engender, tends far less to public health than many suppose. The history of the Quakers shows, that more sound sense, a purer morality, and a more elevated practical piety can exist, and does exist, entirely without it, than is commonly found with it.

At all events, we find, as society becomes less conservative and pedantic, and more truly and practically enlightened, a growing tendency, of all other classes, except the literary and clerical, to omit this supposed linguistic discipline, and apply themselves directly to the more immediate duties of their calling; and, aside from some little inconvenience at first in being outside of caste, that they do not succeed quite as well in advancing their own interests in life and the true interests of society, there is no sufficient proof.

Indeed I think the exclusive and extravagant claims set up for ancient lore, as a means of disciplining the reasoning powers, simply ridiculous, when examined in the light of those ancient worthies who produced that literature, or the modern ones who have been most devoted to its pursuit in this country and in Europe. If it produces infallible practical reasoners, we have a great many thousand infallible antagonistic truths, and ten thousand conflicting paths of right, interest, duty, and salvation.—If any man will just be at the trouble to open his eyes and his ears, he can perceive at a glance how much this evasive discipline really does and has done for the reasoning faculty of man, and how much for the power of sophistical cant, and stereotyped nonsense; so that if obvious facts, instead of verbose declamation, are to have any weight in the case, I am willing to join issue with the opposers of the proposed scheme, even on the bare ground of its superior adaptation to develope the mental power of its pupils.

The most natural and effectual mental discipline possible for any man, arises from setting him to earnest and constant thought about the things he daily does, sees, and handles, and all their connected relations and interests. The final object to be attained, with the industrial class, is to make them THINKING LABORERS; while of the professional class we should desire to make LABORIOUS THINKERS: the production of goods to feed and adorn the body being the final end of one class of pursuits, and the production of thought to do the same for the mind, the end of the other.—But neither mind nor body can feed on the offals of preceding generations. And this constantly recurring necessity of reproduction, leaves an equally honorable, though somewhat different, career of labor and duty open to both; and, it is readily admitted, should and must vary their modes of education and preparation accordingly.

It may do for the man of books to plunge at once amid the catcombs of buried nations and languages, to soar away to Greece, or Rome, or Nova-Zembla, Kamtschatka, and the fixed stars, before he knows how to plant his own beans, or harness his own horse, or can tell whether the functions of his own body are performed by a heart, stomach, and lungs, or with a gizzard and gills.

But for the man of work thus to bolt away at once from himself and all his pursuits in after life, contravenes the plainest principles of nature and common sense. No wonder such educators have ever deemed the liberal culture of the industrial classes an impossibility; for they have never tried nor even conceived of any other way of educating them except that by which they are rendered totally unfit for their several callings in after life.—How absurd would it seem to set a clergyman to plowing and studying the depredations of blights, insects, the growing of crops, &c., &c., in order to give him habits of thought and mental discipline for the pulpit; yet, this is not half as ridiculous, in reality, as the reverse absurdity of attempting to educate the man of work in unknown tongues, abstract problems and theories, and metaphysical figments and quibbles.

Some, doubtless, will regard the themes of such a course of education as too sensuous and gross to lie at the basis of a pure and elevated mental culture. But the themes themselves cover all possible knowledge and all modes and phases of science, abstract, mixed, and practical. In short, the field embraces all that God has made, and all that human art has done, and if the created Universe of God and the highest art of man are too gross for our refined uses, it is a pity the “morning stars and the sons of God” did not find it out as soon as the blunder was made. But, in my

opinion, these topics are of quite as much consequence to the well-being of man and the healthful development of mind, as the concoction of the final nostrum in medicine or the ultimate figment in theology and law, conjectures about the galaxy or the Greek accent; unless, indeed, the pedantic professional trifles of one man in a thousand are of more consequence than the daily vital interests of all the rest of mankind.

But can such an institution be created and endowed? Doubtless it can be done, and done at once, if the industrial classes so decide. The fund given to this state by the general government, expressly for this purpose, is amply sufficient, without a dollar from any other source; and it is a mean, if not an illegal perversion of this fund, to use it for any other purpose. It was given to the people, the whole people of this state—not for a class, a party, or sect, or conglomeration of sects; not for common schools, or family schools, or classical schools; but for “An University,” or seminary of a high order, in which should of course be taught all those things which every class of the citizens most desire to learn—their own duty and business for life. This, and this alone, is an University in the true, original sense of the term. And if an Institution which teaches all that is needful only for the three professions of law, divinity, and medicine, is, therefore, an University, surely one which teaches all that is needful for all the varied professions of human life, is far more deserving of the name and the endowments of an University.

But in whose hands shall the guardianship and oversight of this fund be placed, in order to make it of any real use for such a purpose? I answer, without hesitation and without fear, that this whole interest should, from the first, be placed directly in the hands of the people, and the whole people, without any mediators or advisers, legislative or ecclesiastical, save only their own appointed agents, and their own jurors and courts of justice, to which, of course, all alike must submit. It was given to the people, and is the property of the people, not of legislators, parties, or sects, and they ought to have the whole control of it, so far as is possible consistently with a due security of the funds and needful stability of plans of action and instruction. This control I believe they will be found abundantly able to exercise; and more than this no well informed man would desire.

The reasons for placing it at once and forever beyond all legislative and ecclesiastical control, are obvious to all. For if under the former, it will continually exist as the mere tool of the dominant party, and the object of jealous fear and hatred of their opponents; or else it will become the mere foot ball of all parties, to be kick-

ed hither and thither as the party interests and passion of the hour may dictate. We well know how many millions of money have been worse than thrown away by placing professed seminaries of learning under the influence of party passion, through legislative control. And it is surely a matter of devout gratitude that our legislators have had wisdom enough to see and feel this difficulty, and that they have been led, from various causes, to hold this fund free from all commitment to the present hour, when the people begin to be convinced that they need it, and can safely control it; and no legislator but an aristocrat or a demagogue would desire to see it in other hands.

The same difficulty occurs as regards sects.—Let the institution be managed ever so well by any one party or sect, it is still certain their opponents will stand aloof from it, if not oppose and malign it for that very reason. Hence, all will see at once, that the greatest possible care should be taken to free it from, not only the reality, but even from the *suspicion* of any such influence.—Should the party in power, when the charter may be granted, appoint a majority of the board of trustees from the parties in the minority, it would show a proper spirit, and be in all coming time, an example of true magnanimity, which their opponents could not fail to respect and to imitate, and which the people at large would highly approve. A victorious hero can afford to be generous as well as brave—none worthy of a triumph can afford to be otherwise. In all future appointments, also, the candidates should be elected with such an evident regard to merit, and disregard of all political and sectarian relations, as to ever carry the conviction that the equal good of the whole alone is sought. There can be no great difficulty in accomplishing all this, if it is well known in the outset that the people will keep their eye closely upon that man, whoever he may be, who by any bargaining for votes, or any direct or indirect local, sinister, or selfish action or influence, or any evasion or postponement, or by any desire to tamper and amend, merely to show himself off to advantage, shall in any way embarrass or endanger this greatest of all interests ever committed to a free state—the interest of properly and worthily educating all the sons of her soil. Let the people set on such a man, if the miscreant wretch lives, for all future time, a mark as much blacker than the mark set on Cain, as midnight is darker than noon-day. This is a question, above all others, that a man who is a man, will desire to meet openly and frankly, like a man. Will our legislators do it? I, for one, believe they will. I shall not believe the contrary till it is proved; and I will even suggest, in general, a mode by which the great end may be safely gained. Let others,

however, suggest a better one, and I will cheerfully accord with it.

Let the Governor of the State nominate a board of trust for the funds of the Institution. Let this board consist of five of the most able and discreet men in the State, and let at least four of them be taken from each of the extreme corners of the State, so remote from all proximity to the possible location of the Institution, both in person and in property, as to be free from all suspicion of partiality. Let the Senate confirm such nomination. Let this board be sworn to locate the Institution from a regard to the interests and convenience of the people of the whole State. And when they have so done let them be empowered to elect twelve new members of their own body, with perpetual power of filling their own vacancies, each choice requiring a vote of two-thirds of the whole body, and upon any failure to elect at the appointed annual meeting, the Governor of the State to fill the vacancy for one year, if requested by any member of the board so to do. Let any member of the board who shall be absent from any part of its annual meetings, thereby forfeit his seat, unless detained by sickness, certified at the time, and the board on that occasion fill the vacancy, either by his re-election, or by the choice of some other man. Let the funds then, by the same act, pass into the hands of the trustees so organized, as a perpetual trust, they giving proper bonds for the same, to be used for the endowment and erection of an Industrial University for the State of Illinois.

This board, so constituted, would be, and ought to be,, responsible to no legislature, sect, or party, but directly to the people themselves—to each and every citizen, in the courts of law and justice, so that, should any trustee of the institution neglect, abuse, or pervert his trust to any selfish, local, political, or sectarian end, or show himself incompetent for its exercise, every other member of the board and every citizen at large should have the right of impeaching him before the proper court, and, if guilty, the court should discharge him and order his place to be filled by a more suitable man. Due care should be taken, of course, to guard against malicious prosecutions.

Doubtless objections can be urged against this plan, and all others that can be proposed. Most of them may be at once anticipated, but there is not space enough to notice them here. Some, for example,, cherish an ardent and praiseworthy desire for the perfection of our common schools, and desire still longer to use that fund for that purpose. But no one imagines that it can long be kept for that use, and if it could, I think it plain that the lower schools of all sorts would be far more benefitted by it here than in any other place it could be put.

Others may feel a little alarm, when, for the first time in the history of the world, they see the millions throwing themselves aloof from all political and ecclesiastical control, and attempting to devise a system of liberal education for themselves: but on mature reflection we trust they will approve the plan: or if they are too old to change, their children will.

I shall enter upon no special pleas in favor of this plan of disposing of our State fund. I am so situated in life that it cannot possibly do me any personal good; save only in the just pride of seeing the interests of my brethren of the industrial class cared for and promoted, as in such an age and such a state they ought to be. If they want the benefit of such an institution they can have it. If they do not want it, I have not another word to say. In their own will, alone, lies their own destiny, and that of their children.

Respectfully submitted,

J. B. TURNER.

SPRINGFIELD CONVENTION.

The SECOND CONVENTION was held at Springfield, June 8, 1852. A controversy there arose between the members of the Industrial Convention, and the advocates and representatives of some few of the old classical and theological colleges, who were admitted by courtesy to participate in the debates of the convention, which consumed most of the time of the convention, and but little, if any, impression for good, was made upon the public mind.

These colleges desired to be made, themselves, the instruments through which the funds of the State should be applied to the education of the industrial classes. This, the representatives of these classes have at all times, in all their conventions, unanimously and steadfastly opposed.

At that meeting, however, the following memorial was presented to the Legislature:

ILLINOIS INDUSTRIAL CONVENTION.

Memorial of the Industrial Convention to the Senate and House of Representatives of the State of Illinois.

The Convention of the friends of the Industrial University, proposed to the consideration of the people of Illinois, by the Graniteville convention, whose report is alluded to in the message of the Governor of the State, beg leave to submit to the consideration of the Senators and Representatives of the people, the following memorial:

But three general modes have been publicly proposed for the use of the College and Seminary funds of the State.

I. The *perpetual continuance* of their use for common school purposes, is not seriously expected by any one, but only their temporary use as a loan for this noble object.

II. The equal distribution of their proceeds among the ten or twelve colleges in charge of the various religious denominations of the State, either now in existence or soon to arise and claim their share in these funds, and the equally just claim of Medical and other Institutions for their share, it is thought by your memorialists, would produce too great a division to render these funds of much practical value either to these Institutions or to the people of the State. Nor do they consider that it would make any practical difference, in this regard, whether the funds were paid directly

by the State over to the Trustees of these Institutions, or disbursed indirectly through a new board of overseers or Regents to be called the University of Illinois. The plan of attempting to elect by State authority, some smaller number of these Institutions to enjoy the benefit of the funds, on the one hand, to the exclusion of others, or attempting to endow them all so as to fit them for the great practical uses of the industrial classes of the State, we trust your honorable bodies will see at once to be still more impracticable and absurd, if not radically unequal and unjust in a free State like ours.

III. Your memorialists therefore desire not the dispersion by any mode, either direct or indirect, of these funds ; but their continued preservation and concentration for the equal use of all classes of our citizens, and especially to meet the pressing necessities of the great industrial classes and interests of the State, in accordance with the principles suggested in the message of his Excellency the Governor of the State, to your honorable bodies ; and also in the recent message of Governor Hunt of New York, to the legislature of that State, and sanctioned by the approval of many of the wisest and most patriotic statesmen in this and other States.

The report of the Granville Convention of farmers, herewith submitted and alluded to, as above noticed in the message of our Chief Magistrate, may be considered as *one*, and as *only one*, of the various modes in which this desirable end may be reached, and is alluded to in this connexion as being the only published document of any convention on this subject, and as a general illustration of what your petitioners would desire, when the wisdom of the Senators and Representatives of the people shall have duly modified and perfected the general plan proposed, so as to fit it to the present resources and necessities of the State.

We desire that some beginning should be made, as soon as our statesmen may deem prudent so to do, to realize the high and noble ends for the people of the State, proposed in each and *all* of the documents above alluded to. And if possible on a sufficiently extensive scale, to honorably justify a successful appeal to congress, in conjunction with eminent citizens and statesmen in other States, who have expressed their readiness to co-operate with us, for an appropriation of public lands for each State in the Union for the appropriate endowment of Universities for the liberal education of the Industrial Classes in their several pursuits in each State in the Union.

And in this rich, and at least prospectively, powerful State, acting in co-operation with the vast energies and resources of this mighty confederation of united republics, even very small begin-

nings properly directed, may at no very remote day result in consequences more wonderful and beneficent than the most daring mind would now venture to predict or even conceive.

In the appropriation of those funds your memorialists would especially desire that a department for normal school teaching, to thoroughly qualify teachers for county and district schools, and an appropriate provision for the practical education of the destitute orphans of the State, should not be forgotten.

We think that the object at which we aim must so readily commend itself to the good sense and patriotism, both of our people, rulers and statesmen, when once fully and clearly understood, that we refrain from all argument in its favor.

We ask only that *one* institution for the numerous Industrial Classes, the teachers and orphans of this State, and of each State, should be endowed on the same general principles, and to the same relative extent as some *one* of the numerous Institutions now existing in each State for the more especial benefit of the comparatively very limited classes in the three learned professions. If this is deemed immoderate or even impracticable we will thankfully accept even less.

As to the objection that States cannot properly manage literary institutions, all history shows that the States in this country, and in Europe, which have attempted to manage them by proper methods, constituting a vast majority of the whole, have fully succeeded in their aim. While the few around us which have attempted to endow and organize them on *wrong* principles—condemned by all experience, have of course failed. Nor can a State charter and originate Railroads or manage any other interest, except by proper methods and through proper agents. And a people or a State that cannot learn in time, to manage properly and efficiently all these interests, and especially the great interests of self education, is obviously unfit for self-government, which we are not willing as yet to admit in reference to any State in the Union, and least of all our own.

With these sentiments deeply impressed on our hearts, and on the hearts of many of our more enlightened fellow citizens, your memorialists will never cease to pray your honorable bodies for that effective aid which you alone can grant.

Respectfully submitted,

By order of the Committee of the Convention,

J. B. TURNER, *Chairman*.

THE THIRD CONVENTION was held at Chicago, Nov. 24, 1852.

At this convention much important business was transacted, and many interesting views suggested, and speeches thereon, made and reported.

Among other things, it was resolved to organize "THE INDUSTRIAL LEAGUE OF THE STATE OF ILLINOIS," which has since been chartered by our Legislature, empowered to raise a fund, by subscriptions from the members, of ten cents each, per annum, and by voluntary contributions, to be applied to the forwarding of the objects of the convention, and promoting the interests of the industrial classes.

1st. "By disseminating information both written and printed on this subject."

2d. "By keeping up a concert of action among the friends of the industrial classes."

3d. "By the employment of lecturers, to address citizens in all parts of the State." "Prof. J. B. Turner, of Jacksonville was appointed principal Director."

"John Gage, of Lake county, Bronson Murray, of La Salle co., Dr. L. S. Pennington, of Whiteside co., J. T. Little, of Fulton co., and Wm. A. Pennell, of Putnam co., Associate Directors."

It was also "resolved, that this Convention memorialize Congress for the purpose of obtaining a grant of public lands to establish and endow Industrial Institutions in each and every State in the Union."

"The plan for an Industrial University, submitted by Prof. Turner to the Granville Convention," (reprinted above,) "was then called for, and a motion passed to discuss its principles by sections; whereupon, after thus reading and discussing of its various sections, the general principles of the plan were approved."

It was also "voted unanimously, that a department for the education of common-school teachers be considered an essential feature of the plan."

"Prof. J. B. Turner, of Jacksonville, Wm. Gooding, of Lockport, and Dr. John A. Kennicott, of Northfield, were appointed a committee to report a plan to the next convention, and to memorialize the Legislature for the application of the college and seminary funds to this object, in accordance with the acts and ordinances of Congress, &c."

"J. B. Turner, L. S. Bullock and Ira L. Peck, were also appointed a committee to prepare an address to the citizens of this State, on the subject of Industrial Education, and the establishment of an Industrial Institution."

The FOURTH CONVENTION was holden at Springfield on the 8th of January, 1853.

At this meeting, also, a great many items of a miscellaneous character were brought before the Convention, and discussed and decided upon; in almost every case by a unanimous vote.

The greatest harmony and good feeling prevailed among all the members and delegates, and the representatives and executive officers of the people, in the Legislature ; many of whom, from all parts of the State, took the deepest interest in the subject, and made noble and eloquent speeches at their evening session, in the Senate chamber in its behalf. It was

Resolved, That inasmuch as any detailed plan of public instruction can only be decided and acted upon by the Trustees, Directors or other officers of the desired Institution, when created, it is not expedient to attempt to fix upon any such details in any preliminary conventions of the people ; and that the committee appointed to report on that subject, be discharged from further duty.

The duties and terms of office of the League, were, also, prescribed by this convention.

After the adjournment of the convention, the following memorial was written, at the request of the committee, by the author and signed by the President of the convention and presented to the legislature in accordance with a resolution passed by the convention:

MEMORIAL

OF THE FOURTH INDUSTRIAL CONVENTION OF THE STATE OF ILLINOIS.

To the Honorable Senate and House of Representatives of the State of Illinois :

We would respectfully represent : That we are members of the industrial classes of this state, actively and personally engaged in agricultural and mechanical pursuits. We are daily made to feel our own practical ignorance, and the misapplication of toil and labor, and the enormous waste of products, means, materials, and resources that result from it. We are aware that all this evil to ourselves and our country, results from a want of knowledge of those principles and laws of nature that underlie our various professions, and of the proper means of a practical application of existing knowledge to those pursuits. We rejoice to know that our brethren in the several learned professions have to a good degree availed themselves of these advantages, and have for years enjoyed their benefit. They have universities and colleges, with apparatus, libraries voluminous and vast, able and learned professors and teachers, constantly discovering new facts, and applying all known principles and truths directly to the practical uses of their several professions and pursuits. This is as it should be. But we have neither universities, colleges, books, libraries, apparatus, or teachers, adapted or designed to concentrate and apply even all

existing knowledge to our pursuits, much less have we the means of efficiently exploring and examining the vast practical unknown that daily lies all around us, spreading darkness and ruin upon our best laid plans, blighting our hopes, diminishing our resources, and working inevitable evil and loss to ourselves, to our families and to our country. Some think one half—no intelligent man thinks that less than one-third or one-fourth of the entire labor and products of our state, are made an annual sacrifice to this needless ignorance and waste. Knowledge alone, here, is power, and our relief is as clearly obvious as our wants. We need the same thorough and practical application of knowledge to our pursuits, that the learned professions enjoy in theirs, through their universities and their literature, schools and libraries that have grown out of them. For even though knowledge may exist, it is perfectly powerless until properly applied, and we have not the means of applying it. What sort of generals and soldiers would all our national science (and art) make if we had no military academies to take that knowledge and apply it directly and specifically to military life?

Are our classic universities, our law, medicine, and divinity schools adapted to make good generals and warriors? Just as well as they are to make farmers and mechanics, and no better.—Is the defence, then, of our resources of more actual consequence than their production? Why then should the state care for the one, and neglect the other?

According to recent publication only 1 in 260 of the population of our own state are engaged in professional life, and not one in 200 in the Union generally. A great proportion even of these never enjoyed the advantages of our classical and professional schools. But there are in the United States 225 principal universities, colleges and seminaries, schools, &c., devoted to the interest of the professional classes, besides many smaller ones, while there is not a single one, with liberal endowments, designed for the liberal and practical education of the industrial classes. No West Point as yet beams upon the horizon of their hope; true, as yet, our boundless national resources keep us, like the children of Japhet emigrating from the Ark, from the miserable degredation and want of older empires; but the resources themselves lie all undeveloped in some directions, wasted and misapplied in others, and rapidly vanishing away as centuries roll onward, under the ignorance or unskillfulness that directs them. We, the members of the industrial classes are still compelled to work empirically and blindly, without needful books, schools or means, by the slow process of that individual experience that lives and dies with the man. Our pro-

professional brethren, through their universities, schools, teachers, and libraries, combine and concentrate the practical experience of ages in each man's life. We need the same.

In monarchial Europe, through their polytechnic and agricultural schools, some successful effort has been made, in some departments and classes, to meet this great want of the age.

But in our democratic country, though entirely industrial and practical in all its aims and ends, no such effort has been efficiently made. We have in our own State no such institutions, and no practical combination of resources and means, that can ever produce one worthy of the end. We have not even a "Normal School" for the education of our teachers, nor half a supply of efficient teachers even for our own common schools; and never can have without more attention to the indispensable means for their production. Hence, our common schools are, and must continue to be, to a great extent, inefficient and languishing, if not absolute nuisances on our soil, as in some cases they now are. But the common school interest is the great hope of our country; and we only desire to render it efficient and useful, in the only way it can be done; by rearing up for it competent and efficient teachers, in the normal department of our industrial universities. Knowing that knowledge, like light and water, runs downward, not upward, through human society, we would begin with the suns and fountains, and not with the candles and puddles, and pour the light and water of life down through every avenue of darkness below, and not begin with the darkness and drought, and attempt to evolve and force it upward. No state ever did or ever will succeed by this latter process. The teacher is the first man sought, and the life and light of the whole thing, from the university downward.

To this end, concentration is the first indispensable step. Leaving all our common school funds untouched, as they now are, the proposed distribution of our university fund, amounting to about \$150,000, will illustrate this point. The annual interest of this, at 6 per cent., is about \$9,000. If this should be divided among our ten or fifteen colleges, it would give them only from \$600 to \$900 each, per annum. Divided among our hundred counties, it would give \$90 to each county, for a high school or any other purpose. Divided as it now is among the million of our people, it gives 9 mills, or less than one cent to each person. Concentrated upon an industrial university, it would furnish an annual corps of skillful teachers and lecturers, through its normal school, to go through all our towns and counties, create, establish and instruct lyceums, high schools and common schools, of all sorts, and

through its agricultural and mechanical departments, concentrating and diffusing the benefits of practical knowledge and experience over all our employments and pursuits, our farms and shops. Here as elsewhere, the sun must exist before the diamonds and dew-drops can shine. The mountain heights must send down their rills and their torrents, gathered from their own flood and the boundless resources of the ocean and the sky, before the desert can blossom as the rose. Money, however much or little, concentrated in logs, clapboards and brick, enclosing a herd of listless, uneasy, and mischievous children, cannot make a common school. The living teacher must be there—living not dead; for dead teachers only make dead scholars the more dead. Nor can grammar, language, metaphysics, or abstract science, however accurate, voluminous and vast, ever diffuse new life and new energy into our industrial pursuits. There, practical apparatus, the thorough and accurate needful experiments, as well the living and practical teachers are needed, in order even to begin the great work. This is necessarily expensive, quite beyond even the anticipated resources of our existing institutions. Hence again, we need concentration, and not a miserable useless and utterly wasteful diffusion of our resources and means.

Throughout our State, and throughout the whole civilized world, in all ages, where there has been most neglect of universities and high seminaries, and most reliance placed by the people in the miserable pittance doled out to them by the state, like so many paupers, for the support of common schools, precisely there the common school will be found, for the inevitable reasons above indicated, most inefficient, weak and worthless, if not positive nuisances to society, and, whenever the reverse is found, the reverse influence of life, light, animation and hope beam forth from the schools at once.

We repeat it, the common school is our great end, our last hope and final joy. But we would reach and reanimate it under the guidance of practical common sense, as all experience shows it must be done, as it only can be done, and we would reach the vital, practical interests of our industrial pursuits, by precisely the same means, and on precisely the same well known and thoroughly tried plans and principles. We seek no novelties. We desire no new principles. We only wish to apply, to the great interest of the common school and the industrial classes, precisely the same principles of mental discipline and thorough scientific practical instruction, in all their pursuits and interests, which are now applied to the professional and military classes.

The effect this must have in disciplining, elevating and refining

the minds and morals of our people, increasing their wealth and their power at home, and their respect abroad, developing not only the resources of their minds, but their soil and treasures of mineral, and perfecting all their materials, products and arts, cannot but be seen by every intelligent mind.

No other enterprise so richly deserves, and so urgently demands the united effort of our national strength.

We would, therefore, respectfully petition the honorable Senate and House of Representatives of the State of Illinois, that they present a united memorial to the Congress now assembled at Washington to appropriate to each State in the Union an amount of public lands not less in value than five hundred thousand dollars, for the liberal endowment of a system of industrial universities; one in each state in the Union, to co-operate with each other and with the Smithsonian Institute at Washington, for the more liberal and practical education of our industrial classes and their teachers, in their various pursuits, for the production of knowledge and literature needful in those pursuits, and developing to the fullest and most perfect extent the resources of our soil and our arts, the virtue and intelligence of our people, and the true glory of our common country.

We would further petition that the executive and legislature of our sister States, be invited to co-operate with us in this enterprise, and that a copy of the memorial of this legislature be forwarded by the governor to the governors and Senates of the several States.

We would also petition that the University fund of this State, if not at once applied to these practical uses, be allowed to remain where it now is, and its interest applied to present uses, until such time as the people shall be prepared to direct it to some more efficient use.

By order of the convention.

BRONSON MURRAY, *President.*

A similar memorial was submitted to the convention by the committee consisting of his Excellency Gov. French, Hon. David L. Gregg and Dr. L. S. Pennington, appointed by the Chicago Convention and accepted and forwarded to Congress, as ordered by that Convention.

These memorials were presented to the Senate and Representatives of Illinois then in session, and the merits of the plan fully discussed by able and eloquent advocates, and the following resolutions were unanimously passed by both houses and received the approbation of the executive.

RESOLUTIONS

Of the General Assembly of the State of Illinois, Relative to the Establishment of Industrial Universities, and for the Encouragement of Practical and General Education among the People—Unanimously Adopted.

WHEREAS, The spirit and progress of this age and country demand the culture of the highest order of intellectual attainment in theoretic and industrial science: *And whereas*, it is impossible that our commerce and prosperity will continue to increase without calling into requisition all the elements of internal thrift arising from the labors of the farmer, the mechanic, and the manufacturer, by every fostering effort within the reach of the government: *And whereas*, a system of Industrial Universities, liberally endowed in each State of the Union, co-operative with each other, and the Smithsonian Institution at Washington, would develop a more liberal and practical education among the people, tend the more to intellectualize the rising generation, and eminently, conduce to the virtue, intelligence and true glory of our common country therefore, be it

Resolved, by the House of Representatives, the Senate concurring herein, That our Senators in Congress be instructed, and our Representatives be requested, to use their best exertions to procure the passage of a law of Congress donating to each State in the Union an amount of public lands not less in value than *five hundred thousand dollars*, for the liberal endowment of a system of Industrial Universities, one in each State in the Union, to co-operate with each other, and with the Smithsonian Institution at Washington, for the more liberal and practical education of our industrial classes and their teachers; a liberal and varied education adapted to the manifold want of a practical and enterprising people, and a provision for such educational facilities, being in manifest concurrence with the intimations of the popular will, it urgently demands the united efforts of our national strength.

Resolved, That the Governor is hereby authorized to forward a copy of the foregoing resolutions to our Senators and Representatives in Congress, and to the Executive and Legislature of each of our sister States, inviting them to co-operate with us in this meritorious enterprise.

JOHN REYNOLDS,

Speaker of the House of Representatives.

G. KOERNER,

Speaker of the Senate.

J. A. MATTESON.

APPROVED, February 8, 1853.

A true copy: Attest,

ALEXANDER STARNE, *Sec'y of State.*

We give the following as a sample of the sentiments of the press, at home and abroad upon the above resolutions :

“EDUCATION FOR THE PEOPLE.”—The New York Tribune of Feb. 26th, has the following remarks, subjoined to the joint resolutions passed by our General Assembly, relative to the establishment of Industrial Universities, and for the encouragement of practical and general education among the people :

“Here is the principle contended for by the friends of practical education abundantly confirmed, with a plan for its immediate realization. And it is worthy of note, that one of the most extensive of public land (or new) States proposes a magnificent donation of public lands to each of the States, in furtherance of this idea. Whether that precise form of aid to the project is most judicious and likely to be effective, we will not here consider. Suffice it that the legislature of Illinois has taken a noble step forward, in a most liberal and patriotic spirit, for which its members will be heartily thanked by thousands throughout the Union. We feel that this step has materially hastened the coming of scientific and practical education for all who desire and are willing to work for it. It cannot come too soon.—*Ill. Jour.*”

The “Central Illinois Times,” a newspaper published at Bloomington, gives utterance to the following, affixed to the resolutions respecting the establishment of Industrial Universities :

“The above is undoubtedly of more interest and importance to the people of this State, than any measure which came before the legislature during the late session. It contains a wholesome principle of prosperity and advancement, which will, if fully carried out, tend to elevate and improve the condition of the honest hard working farmer. We have always held that the first object of government is to afford protection to the working classes, for in them lies the strength and glory of the nation. Without protection they will become weak, inactive and careless, with it they are encouraged at every step, and reap reward abundantly to satisfy every want.

The resolutions meet our approbation fully, and we hope that other States, and Congress, may well consider the matter, and finally mould it into a law.”

It may not be improper here to give a few extracts, showing how the enterprise is regarded by the public press, and by able and influential divines and statesmen in other States. The testimonials on hand are very numerous, but space here can be spared for only a very few extracts, as specimens of the whole.

It will be needless to remark upon the sentiments of the press

at home, or in the West, generally, as that is sufficiently well known to all.

Says Governor Hunt, in his message to the New York legislature.

“Much interest has been manifested for some years past in favor of creating an institution for the advancement of agricultural science and of knowledge in the mechanics arts. The views in favor of this measure expressed in my last annual communication remain unchanged. My impressions are still favorable to the plan of combining in one college two distinct departments for instruction in agricultural and mechanical science; I would respectfully recommend that a sufficient portion of the proceeds of the next sale of lands for taxes be appropriated to the erection of an institution which shall stand as a lasting memorial of our munificence, and contribute to the diffusion of intelligence among the producing classes, during all future time.”

Similar sentiments expressed by our own late Chief Magistrate, Governor French, will be remembered by all.

Says the Hon. Marshal P. Wilder, before the Berkshire Agricultural Society, Mass.:

“For want of knowledge, millions of dollars are now, annually lost by the commonwealth, by the misapplication of capital and labor in industry. On these points we want a system of experiments directed by scientific knowledge. Are they not important to our farmers? Neither the agricultural papers, periodicals or societies, or any other agents now in operation, are deemed sufficient for all that is desirable.

We plead that the means and advantages of a professional education should be placed within the reach of our farmers.

This would not only be one of the most important steps ever taken by the commonwealth for its permanent advancement and prosperity, but would add another wreath to her renown for the protection of our industry and the elevation of her Sons.

Said Rev. Mr. Hitchcock, president of Amherst College,—while advocating the endowments of such institutions before the Massachusetts Board of Agriculture, 1851:

“I have been a lecturer on chemistry for twenty years. I have tried a great many experiments, in that time, but I do not know of any experiments so delicate or so difficult as the farmer is trying every week. The experiments of the laboratory are not to be compared to them. You have a half dozen sciences which are concerned in the operation of a farm. There is to be a delicate balancing of all these, as every farmer knows. To suppose that a man is going to be able, without any knowledge of these sciences

to make improvements in agriculture by haphazard experiments, is, it seems to me, absurd.

He spoke of the 350 similar schools of which he gave some account on his return from Europe, mostly of recent origin, and says :

“ This subject has made such rapid progress in Europe, within a few years, that I was perfectly amazed to find the facts develop themselves as they did, one after another. I do not believe there is a class of students of any kind, in our country, who would be able to answer one-tenth of the questions which those young men answered very readily,” (that is in the European agricultural schools,)—“ and going out, as they do, to take charge of other schools, they will accomplish much for the benefit of their country, as well as by their example in applying their principles for other farmers. The people must do this thing—if the people are not ready to force government to help them, it will do no good. *It must be a weighty concern*; and individuals,—one would suppose, would sink under it.”

Such are the suggestions of one of our most able and experienced scientific teachers, who has, probably, taken more pains to investigate the subject practically, especially during his tour in Europe, than any other man in the country.

At this meeting, after a most thorough discussion of the subject by eminent scientific and practical men present, the Massachusetts Board of Agriculture “ resolved that a thorough systematic course of education, is as necessary to prepare the cultivator of the soil, for pre-eminence in his calling, as to secure excellence in any of the schools of science or art:—that for want of such an education, millions of dollars, and a vast amount of time, and energy are annually lost to the commonwealth, and that the yeomanry have a right to claim from the government the same fostering care, which is extended to other great interests of the community.”

In the memorial to the legislature of Massachusetts, the memorialists say : “ Your memorialists are not aware, that it is any more easy to get a thorough knowledge of husbandry by individual exertion and private study, than it is to acquire, in that way, a competent knowledge of law, medicine or divinity, and your memorialists know of no way by which that knowledge can be attained, but by a regular course of instruction.”

This memorial is signed by some of the most eminent scholars and civilians of Massachusetts. Among them appear the names of the Honorable MARSHAL P. WILDER, Honorable EDWARD EVERETT, Honorable HENRY W. CUSHMAN, and JOHN W. LINCOLN, &c.

Do these gentlemen know anything about scholarship, education,

practical life and social want, or are they also mere visionary enthusiasts, seeking to turn the world upside down?

MASSACHUSETTS LEGISLATURE.—We find the following in the proceedings of the Legislature of Massachusetts. The proposition of Mr. Pomeroy was received with marked satisfaction, and was read and ordered to be printed.

Mr. Pomeroy, of Southampton, on leave given, introduced the following :

RESOLVES CONCERNING AGRICULTURE.

Whereas, In view of the increased attention devoted to theoretical and practical agriculture, Massachusetts earnestly desires that there be increased facilities afforded for acquiring a more complete and liberal agricultural education, and

Whereas, This and every other State in the Union is largely interested in efforts to develop our agricultural resources to an extent worthy of a nation of farmers, therefore

Resolved, That Massachusetts deems it expedient and just that Congress appropriate a portion of our public lands to establish and endow a *National Normal Agricultural College*, which shall be to the rural sciences, what the West Point Academy is to the military, for the purpose of educating teachers and professors for service in all the States of the Republic.

Resolved, That copies of these resolutions be sent by his Excellency, the Governor, to our Senators and Representatives at Washington, with the request that the subject be brought before the two houses of Congress.

A convention on the subject of a practical national system of university education, was held at Albany, also, Jan. 26, 1853. This convention was numerously attended by the great and illustrious luminaries of the State, the church and colleges of the North and East. A committee of twenty-one was appointed to report a plan.

Among these appear the names of the venerable President Wayland, of Brown University, Bishop Potter, of Pennsylvania, Washington Irving, Gov. Hunt and Senator Dix of New York, President Hitchcock, of Amherst College, Professors Webster, Dewey, Henry, Bache, Mitchell, of Cincinnati, Pierce of Cambridge, &c.

Rev. Dr. Kennedy spoke of "the want that had long been felt for institutions *different from those already established*."

Professor C. S. Henry said, "the welfare of our country was in a great degree dependent upon what should be done in regard to the proposed university." Rev. Ray Palmer said, "there was lack of opportunity for scientific men to perfect themselves in their various pursuits, 'and desired that this want should be supplied to all parts of the country.'"

Rev. Dr. Wykoff said, "the first desideratum to the establishment of the institution was a conviction of its importance. When the souls of men are fired up, the money will not be wanting. He

believed that the proper spirit was abroad—a feeling that would redound to the honor and benefit of the people, and that the work would be done. The enterprise was one for the masses. It would open the path of knowledge for all the youth in the land, and from the common school to the highest university, he would like to see our educational institutions thrown freely open to all.”

Prof. Henry said, “he would bid the enterprise God speed! He deprecated the idea of attempting to establish a university *at a moderate outlay*. One fitted for the wants of this country, should throw open its lecture rooms freely, to all who should wish to avail themselves of their advantages. It should be the complete development of the principle which lies at the foundation of our common schools.”

Rev. President Wayland said, “such an establishment in New York would be an example, which, he believed, would be followed in other States. A university with a thousand students would abundantly sustain itself; and he thought the needed expense would not be so great as some gentlemen anticipated.”

Again—do these gentlemen know anything about the practical subject of education in this country?

Said the lamented Downing, in the last number of the *Horticulturist* he ever edited, “The leaven for the necessity for education among the Industrial Classes, begins to work, we are happy to perceive, in many parts of the country. At a Farmers’ Convention in Illinois, our correspondent, Prof. Turner, of that State, submitted a plan for such an educational institution, which has since been published in pamphlet form.

We think the importance of the subject a sufficient apology for allowing the Professor to be heard by a large audience.

It is not often that the weak points of an ordinary collegiate education are so clearly exposed, and the necessity of working-men’s universities so plainly demonstrated.” He then republishes the plan. See *Horticulturist*, July 1852, p. 306.

Said the editor of the *N. York Tribune*, in the editorial prefacing his republication of the same plan, “the great idea of a higher or thorough education for the sons and daughters of farmers, mechanics and laborers, is everywhere forcing itself on the public attention. Our race needs instruction and discipline to qualify them for working, as well as for thinking and talking. They need something more than the hireling picks up at hap-hazard in the course of his daily toils.

For want of this knowledge in every department of rural industry, millions of dollars are annually wasted.

Prof. J. B. Turner, of Jacksonville, in behalf of a convention at

Granville, has put forth a plan of an industrial university, which sets forth the pressing and common need, so forcibly, that we copy the larger portion of it."—[N. Y. Tribune, Sept. 4. '52.

An editorial in the North American, (the oldest paper in Philadelphia,) on education and agriculture, said to be written by Judge Conrad, says: "We have been gratified by the perusal of an address delivered by Prof. J. B. Turner, of Jacksonville, Ills., before a convention of farmers held in that State, in support of the establishment of a university, in which agriculture and the sciences shall be made a special branch of study. His suggestions are urged with zeal and ability, and his arguments are convincing, as to the need and importance of such institutions. There is no subject more worthy of the highest effort of the human intellect, nor one which has been, till recently, so culpably disregarded, if not condemned.

To secure the diffusion and practical application of agricultural science, it seems necessary that it should be interwoven with general education, and its acquisition made an object of early pride and animated ambition.

Were this result attained by such institutions, as are suggested by Prof. Turner, the consequences would be not only an early application of science to agriculture, but valuable additions to the stock of knowledge, induced by stimulated enquiry and experiments.

It cannot be doubted that with the advance of agricultural science we should witness an almost *incredible increase of production*. The condition of the farmer would be improved to opulence, and the increased means would be attended with enlarged ability and leisure, that encourage devotion to the pursuits and tastes that elevate and refine the intellect and character.

The triumph of a republic can only be successfully achieved and permanently enjoyed by a people, the mass of whom, are an enlightened yeomanry, the proprietors of the land they till, TOO INDEPENDENT TO BE BOUGHT, TOO ENLIGHTENED TO BE CHEATED, AND TOO POWERFUL TO BE CRUSHED.

The proposition of Prof. Turner, seems to be entitled to peculiar and favorable consideration, and it is urged with a force of argument and eloquence that cannot fail to secure it. His address displays a full acquaintance with the subject, and his views are practical as well as profound, and are conveyed with elevation of style and earnestness of purpose. It is impossible to read his remarks without realizing the importance of connecting agriculture, as a special subject with the course of American study. It is desirable as a corrective of the delusion, that induces so general a rush into what are termed—not from any pecuniary promise—the

liberal professions. Agriculture cultivated to its highest capacity, demands a mind as large and well stored as the liberal professions, and is at least equal to any human pursuit in intellectual and moral elevation. Liberally taught, it would become an object of ambition to those youths who now yearly swell the unhappy hosts that over-crowd the professions. By making agriculture a liberal pursuit; by connecting it with science, (as it is already associated with all that is most beautiful in literature;) by elevating and refining it, it would be rendered a noble amusement to the luxurious—a noble distinction to the earnest and ambitious. This has already been done to some extent: it remains that a system of education should render it general.”

Says Dr. Lee, the able and talented editor of the *Southern Cultivator*, the leading monthly periodical of the Southern planting interest, published at Augusta, Georgia, in reply to a letter enquiring for some practical agricultural school for the sons of the planters, which letter he says, he publishes as a “fair sample of scores of similar letters received every month:” “There is not a good agricultural school in the United States. The truth is, the American people have yet to commence the study of agriculture as the combination of many sciences. Agriculture is the most profound and extensive profession that the progress of society and the accumulation of knowledge have developed. This is why the popular mind is so long in grasping it. Whether we consider the solid earth under our feet, the invisible atmosphere which we breathe, the wonderful growth and decay of all plants and animals, or the light, the heat, the cold, or the electricity of heaven, we contemplate but the elements of rural science. The careful investigation of the laws that govern all ponderable and imponderable agents, is the first step in the young farmer’s education. To facilitate his studies, he needs, as he pre-eminently deserves, a more comprehensive school than this country now affords. We notice a plan for an industrial university &c., by Prof. J. B. Turner, of Jacksonville, Ills. This subject is beginning to take a strong hold upon the minds of the people, and we are glad to see gentlemen of the talents and influence of Prof. Turner, lending a helping hand to put a ball in motion, which, ultimately, will sweep down all opposition. This plan of Prof. Turner, is full of valuable practical suggestions, and the memorial which accompanies it, or a similar one, should be forced upon the attention of the General Government, and of every State in the Union.”

But these extracts must suffice to show both the interest taken in the general subject abroad, and also, in that particular aspect it has assumed in this State, as presented in the report of the first convention held at Granville.

this State Seminary is established, it shall be upon the following rational and impartial principles :

V. It shall be designed to furnish to the great Industrial classes of the State, our Farmers, Merchants and Mechanics, each in their own sphere, the same thorough, liberal and practical education in those various sciences underlying their several pursuits, and in all processes, principles, and arts connected therewith, as our colleges and professional schools now afford to their students of Theology, Medicine, Law, and the art of War ; and shall be provided with all needful apparatus, lands, grounds, gardens, animals, drawings, models, instruments and engines, for the proper elucidation of the same—as other schools are provided with their necessary apparatus.

To combine the friends of this interest, THE INDUSTRIAL LEAGUE OF ILLINOIS was incorporated by the Legislature, February 1853.

1st. With a capital of \$20,000, to be raised by members, fees and donations ;

2d. With a Board of one chief Director and five associates ; whose office it shall be

3d. To print and distribute books, pamphlets, and papers, explaining the advantages and necessity of this system of education.

4th. To employ lecturers to visit all parts of the State for the same purpose, and to appoint agents for making collections, &c.

5th. To circulate, and present, to the Legislature and to Congress, petitions, urging the adoption of this plan for a University and the liberal endowment thereof by Congress lands and by State funds in each State in the Union.

6th. To receive from each member ten cents admission, and ten cents annual subscription, with fee for diploma and such voluntary donations as may be contributed.

7th. The funds so collected to be applied to the payment of lecturers, agents, and officers, (other than Associate Directors, who shall receive no compensation for services,) to the payment of printing and such incidental expenses as shall be approved by the Board : and on the establishment of a University as herein contemplated, any surplus funds in the treasury to be paid over to the treasury of such University.

8th. Members of the Industrial League, who desire it, may withdraw from their membership upon giving notice to any agent of the Board, provided their dues are all paid, including those for the year in which they withdraw.

9th. The year of the League commences with the first day of each January.

[The undersigned hereby enter their names as members of the "Industrial League of Illinois," from the date set opposite their names.]